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ABSTRACT

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses on the subject of housing. The seventh grade unit discusses the benefits of creative arts and has the student construct a creative art project for his home; the eighth grade unit emphasizes the home environment and its influence on teenagers and includes a creative project for the home; the comprehensive I level unit describes individual involvement and needs in housing, such as the influence of housing on the individual, personal space needs, interior design, and arrangement of furnishings; and the comprehensive II level unit covers family involvement in housing, including the influence of housing on the family, household, the importance of a livable home atmosphere, the planning of kitchens and table items, interior design, the arrangement of furnishings, the selection of a home, and job opportunities in the area of housing. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion while the comprehensive level units need four to five weeks each. A separate publication (CE 017 506) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

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CE

KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Housing

CURRICULUM GUIDE COMPREHENSIVE COURSES

Prepared by
University of Louisville
College of Arts and Sciences
Department of Home Economics
Louisville, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

CE 017 505

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HOUSING AREA

Comprehensive Courses

of the

Curriculum Guide

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June, 1971

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CONCEPTUAL STRUCTURE

HOUSING AREA

Major Concepts for Area	Major Concepts for Unit				
	7th Grade 2 weeks	8th Grade 3 weeks	Comprehensive I 4 weeks	Comprehensive II 5 weeks	Special Interest 18 weeks
Physical, psychological, and social influences on housing on people	Benefits of creative arts	Influence of housing on teenagers	Influence of housing on individual	Influence of housing on families The family-centered home image	Influences affecting the choices of family housing
Factors affecting the form and use of housing		Home environment	Provision for individual space needs	Space and furnishing of food service area to meet family needs	Functional floor plans and equipment spacing
Influences of interior design on people	Creative arts experiences	Enhancing the home	Interior design for individual needs	Interior design for family needs	Trends in interior design and home furnishings
Influences affecting the furnishing and equipment for the home			Arrangements of furnishings to meet individual needs	Use of furnishings to meet family needs	Consumer decisions concerning home furnishings and equipment
Factors affecting housing selection of various people				Selection of a home to meet family needs and resources	Factors beyond the immediate family needs which influence the choice of housing
Factors to be considered in building and financing a home					Home ownership and the financing factors involved
Public and private influences on home maintenance					Factors influencing home maintenance
Occupational opportunities in the area of housing				Job opportunities in the area of housing	Career opportunities in the area of housing

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TITLE OF UNIT: CREATIVE ACTIVITIES FOR THE HOME

SUGGESTED TIME: 2 weeks

MAJOR CONCEPTS FOR UNIT:

Benefits of creative arts
Creative arts experiences

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -define creative arts.
-develop an appreciation for creative arts in the home.
-observe a variety of creative art projects for the home.
-construct a creative art project for his or her own home.

UNIT GENERALIZATIONS:

Creative art is an aesthetic illustration and/or reproduction of experiences in various media.

A wide range of benefits is derived from creative art experiences.

Various creative art projects are made to enhance one's home.

Construction of a creative art project for home or room takes a small amount of time and money.

CONCEPTUAL OUTLINE FOR UNIT - CREATIVE ACTIVITIES FOR THE HOME

(7th Grade Level)

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I. Benefits of creative arts 3

A. Definition of creative arts
B. Advantages of creative art experiences

II. Creative arts for the home 6

A. Varieties of creative arts experiences
B. Participation in creative arts experiences

7th GRADE

MAJOR CONCEPT FOR UNIT: I. Benefits of creative arts

SUPPORTING CONCEPTS: A. Definition of creative arts
B. Advantages of creative arts experiences

BEHAVIORAL OBJECTIVE FOR UNIT: Develop an appreciation for creative arts experiences for the home (room).

SPECIFIC PERFORMANCE OUTCOMES:
The student will - define creative arts.
- recall creative art projects in their own homes (or room).
- cite benefits of constructing creative art projects for the home.

GENERALIZATIONS: Creative art is an aesthetic illustration and/or reproduction of experiences in various media.

A wide range of benefits is derived from creative art experiences.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Creative art can result from the ability to see a product of interest or beauty from raw material or seemingly unrelated pieces or objects.	Flannel Board: Contains various size, shape, and colored pieces of construction paper. Different students come up and make objects or patterns on the flannel board with the paper.	Hansen and Hearn, The Middle School Program, Chapter 7.
	Determine definition of creative arts from the above experience.	Appendix DD.
Many homes (rooms) contain creative art projects	Identify examples of creative art projects found in own homes or homes of friends.	
Because several benefits are derived from making creative art projects for the home it is advantageous to develop an ability in creative arts early in life.	Buzz Groups: Determine benefits of creative art projects for the home or room.	
	OR	
	Show and Tell: Pictures from magazines and books containing creative art projects.	Current booklets, magazines, and pictures.
	Determine benefits that may be derived from each.	
There is a great personal satisfaction from making a creative art project with your hands.	Oral Reports: Teacher and students report on projects they have made and satisfactions they received.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Recall problems which arose. (For example: inadequate supplies, lack of space to store material, too much time involved.)	
	Propose a solution for preventing problems.	
Most creative art projects save money.	Display a hand-made creative art and one that was purchased.	
	Compare cost versus time involved, attractiveness, uniqueness of the two, others.	
	List projects students have done or seen which save money.	
Creative art projects are useful as well as beautiful.	Survey neighbors and friends to learn what useful creative art projects they have in their homes. Report to the class.	Simplicity Pattern Co., Let Yourself Sew, pp. 73-75.
Hobby and leisure time can be spent in making creative art projects for the home.	Thought Question: What interesting hobbies do you have?	
	List on board various hobbies and discuss several interesting ones.	
	Resource Person with an unusual hobby.	
Our homes are a reflection of our innermost needs, interests, and personality.	Field Trip to student's and/or teacher's home. Note creative art projects found in the home.	
	Problem Solving: Determine person's interests from field trip.	
Creative art projects can be given away as gifts.	Brainstorm advantages of creative art projects for gifts.	Barclay and Champion, Teen Guide to Homemaking, Chapter 6.
Gifts made by friends have special meaning to both giver and receiver.	List holidays and occasions when creative art projects would make appropriate gifts.	
Wrapping gifts attractively is a form of creativity.	Demonstration by teacher, older student, or person from gift wrapping center of department store on how to attractively wrap gifts.	
	Brainstorm unique ways of wrapping, such as newspaper, cloth, others.	
	Practice wrapping gifts.	

There are many jobs available where one must use his creativity and creative arts experiences.

(CE) Thought Question: What jobs are available in which a person has to use his creativity? Example: artist, interior designer, photographer, others.

(CE) Interview or Resource Person such as carpenter, interior decorator, furniture salesman, furniture buyer for department store, others. Determine how they are creative on their job, what they do each day, what they like most about their job, what they like least, etc.

7th GRADE

MAJOR CONCEPT FOR UNIT: II. Creative arts for the home

SUPPORTING CONCEPTS: A. Varieties of creative arts experiences
B. Participating in creative arts experiences

BEHAVIORAL OBJECTIVE FOR UNIT: Observe a variety of creative art projects for the home.

Construct a creative art project for his or her own home.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - examine various creative art projects for the home.
- demonstrate creative art projects which can be made for the home.
- assemble a creative art project for one's own home (room).
- discuss personal benefits derived from making various projects.

GENERALIZATIONS: Various creative art projects are made to enhance one's home.

Construction of a creative art project for home (or room) takes a small amount of time and money.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Our world is full of creative art projects which enhance the home.	Display and Examine creative art projects made by students, parents, and teachers for the home. Demonstration by students, mothers, or teachers showing what they have made as creative art projects for their home. Describe steps and materials needed. Resource Person from a local craft shop to show and demonstrate various creative art projects available. Review benefits derived from constructing some of these creative art projects.	
A person's needs and interests are to be considered when selecting a creative art project.	Decision Making: Students select and assemble a creative art project for their home (or room). Checklist: To determine what students' needs are. For example:	(Note: See end of this unit for references and resources which can be used with this unit.)

a. covered wastebasket
b. collage
c. paper construction and flowers
d. holiday crafts
e. wall hangings
f. posters
g. jewelry boxes
h. desk sets
i. hand carvings
j. others

Independent Study: To determine equipment and techniques to be used in the creative art project.
Laboratory: To complete creative art project for the home.

Display completed projects for entire school either in home economics room or display case located in another area.

Evaluation: Complete this open-ended sentence, "Making this creative art project has benefited me . . . ."

TITLE OF UNIT: DISCOVERING THE HOME

SUGGESTED TIME: 3 weeks

MAJOR CONCEPTS FOR UNIT:

The influence of housing on teenagers
The home environment
Enhancing the home

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -recognize the basic individual needs and how the home can satisfy these needs.
-analyze home image for workable improvements.
-analyze the function and purpose of creative projects for the home.

UNIT GENERALIZATIONS:

The aesthetic and economic character of housing affects the social activities of individuals and relationships between family members.

One's total home image may be determined by personal and family values.

Creativity through projects may provide an outlet for self-expressions and help in providing a satisfying interior.

CONCEPTUAL OUTLINE FOR UNIT - DISCOVERING THE HOME

(8th Grade Level)

Page

I. Influence of housing on teenagers 11

A. Teenagers' vision of home
1. The concept of home
2. Effects of social, psychological, and economic factors on housing

B. Individual wants and needs in a home
1. Ways needs can be satisfied through home environment

II. The home environment 14

A. The home image
1. Characteristics which give an image on one's home

B. Sharing responsibilities for orderliness of a home
1. Assuming responsibilities

C. Importance of home safety knowledge and practice
1. Common home accidents
2. Safety hazards present in the home

III. Enhancing the home 18

A. The use of accessories for a satisfying interior
1. Function of accessories
2. Elements of a satisfactory home accessory

B. A creative project for the home
1. Project ideas according to interest, age, cost, and ability
2. Exhibition of class project

8TH GRADE

MAJOR CONCEPT FOR UNIT: I. Influence of housing on teenagers

SUPPORTING CONCEPTS: A. Teenagers' vision of home
B. Individual wants and needs in a home

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize the basic individual needs and how the home can satisfy these needs.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - state the ideas of what home means to different persons.
- describe effect of social, psychological, and economic factors on housing.
- identify individual basic needs that can be satisfied through a home environment.

GENERALIZATION: The aesthetic and economic character of housing affects the social activities of individuals and relationships between family members.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Because each person sees something different in a home, the word home brings different feelings to individuals.	List and discuss ideas that come to mind when you hear the word "home."	
	Collage-Arrange pictures and point out what each sees in a home.	
The age of the individual tends to affect how one may see his home.	Complete the statement: "When I was younger I thought of home as . . . . . Now I see home as . . . . . ."	
	Chalk Talk how environment plays such an important part in a child's image of his home.	
	(AT) - Independent Study - "Physical aspects, social and psychological dimensions of the home."	Craig, Homes With Character, Ch. 4.
Home limitations and home environment may affect individual attitudes about the home.	(D) Skit showing pressure situations which affect one's vision of home. (1) Economic problems (2) Older persons sharing home (3) Home crowded, no individual privacy (4) Rural isolated home	Community situations such as: Housing projects Apartments Rural farm Mobile homes
Housing means different things to different people depending on the social, psychological, and physical aspects of the environment.	Complete questionnaire on your home environment. Circular response answers given on questionnaire.	Appendix EE

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Close eyes and think of yourself in space - a crowded elevator - a field - on a high building - in a basement. Share feelings generated by the different mock situations. React to being in the following situations - benefits and disadvantages of: (1) coming home to an empty house because mother works (2) sharing an apartment with several brothers and sisters (3) a farm home (4) single room shared with grandfather	
The same values in housing are not important to everyone.	List values related to housing. Students should identify those which are important to them. Brainstorm how the same values are not important to everyone, and the values a person has determine what she will have in her home, e.g., comfort, security, privacy, beauty, companionship, formality, informality, relaxation, recreation, self-expressions, and others.	
Individual differences and cultural aspects will influence one's values and needs in a home.	(AT) Read and explain ways culture and historical events influence children's ideas about home. Group Study: Read references on housing conditions in other countries, construct a mock housing-unit situation and environment of country studied. From readings, compose a story about a teenage girl living in housing in another country; include problems she encounters, advantages she has. Display articles from country studied.	Craig, Homes With Character, Chapter 2, Social Studies References.
Parental approval, economic and physical conditions of the home may limit activities and affect individual behavior.	(AT) - Report on housing conditions of other countries and how they differ from our own environment. (FHA) - Display drawings of housing conditions of other lands.	Clayton, Young Living, Ch. 9, Social Studies References.
Human beings have basic needs which the home helps provide. It can provide for physical needs, security, love, and friendship.	Buzz-group how needs of the individual can be satisfied through the home environment. Collect pictures which depict needs the home provides. Discuss future growing population and ways to attain some degree of space or privacy in all types of situations.	

Relate experiences students have had where home provides their needs or leaves those needs unsatisfied.	Thal, Your Family and Its Money, Ch. 1 and 2.
(AT) - Interview adults to find if their housing is up to their expectations and needs.	Greer, Gibbs, Your Home and You, Ch. 2.
ENRICHMENT	
Resource person: Interior designer speak on how she helps customers choose interiors, e.g., the questions she asks, etc. Relate her remarks to where teenagers are in the family.	
ENRICHMENT	
Listen to Cassette tape side no. 1 of the tape. Discuss how environment affects children's ideas of home.	"The Home an Environment for Human Growth," J.C. Penney Co.
ENRICHMENT	
Listen to Cassette tape side no. 2 of the tape and summarize the housing expectations and needs of the adults being interviewed.	Cassette tape, J.C. Penney kit.
ENRICHMENT	
Resource person on how people live in different areas of country and what the home symbolizes to individuals of that area.	Foreign student or one who has traveled.

8TH GRADE

MAJOR CONCEPT FOR UNIT: II. The home environment

SUPPORTING CONCEPTS:
A. The home image
B. Sharing responsibilities for orderliness of a home
C. Importance of home safety knowledge and practices

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze home image for workable improvements.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - identify characteristics which give an image of one's home.
- give examples on a check sheet of desirable home conditions.
- prepare plans for a neighborhood clean-up campaign.
- illustrate interest in home orderliness and its effect on home and family living.
- describe several common home accidents.
- explain safety hazards present in home.
- relate information obtained from resource persons to eliminate problems caused by accidents.

GENERALIZATIONS: One's total home image may be determined by personal and family values.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A home will express the personalities of those who live in it.	Scan references to determine the desired home image one should strive to attain.	Cross, Introductory Homemaking, Ch. 11.
An inviting appearance and a friendly atmosphere contribute to the home image.	Relate experiences when students were not impressed by a home image. For example: (1) trash in yard (2) garbage can out of place (3) front door step broken (4) old worn out chairs on front porch (5) no invitation to come into house (6) clothes and toys everywhere (7) dirty dishes in the sink React to mounted pictures of home with various appearances.	Students.
An analysis of strengths and weaknesses in home can provide a good base for further development of the home image.	(AT) - Develop a check sheet one could use to determine the home image.	Craig, Homes With Character, Unit 9, Ch. 5.

	View Filmstrips - "Road to Responsibility" and/or "Household Helpers," individual responsibility in the care of a home.	Filmstrip, "Road to Responsibility," part of Procter and Gamble Co. Home Care Teaching Kit.
	Popcorn session: Teenagers' responsibilities for improving own home image.	Reiff, Steps in Home Living.
	Discuss methods for carrying out responsibilities. Make a check list of responsibilities.	
	(EE) Complete home care responsibilities on check list for one week.	
	(D) - Role-play showing how families could work together in sharing home responsibilities, and show what situations might arise if you do not share.	Lewis, Banks, and Banks, Teen Horizons at Home and School, Chapter 21.
Orderliness in a home contributes to personal satisfaction, eliminates frustration, and thus helps individuals to accomplish homemaking goals.	(AT) - Panel including parents and students discuss orderliness of the home, including outside appearance and its contribution to happy family life.	Local parents.
	(FHA) - Organize a neighborhood campaign to clean up and improve appearance of local community or school grounds.	
Orderliness can be created in a very short time if habits of putting things in their proper places are established.	Compile a list of home responsibilities that could be shared by all family members.	Clayton, Young Living, Ch. 9.
	(DR) - Cite the role of the teenager in home responsibility when the mother works outside the home.	Working mothers in community.
	Discuss likes and dislikes about housekeeping responsibilities. Determine techniques for overcoming these dislikes.	
	Demonstrate some common household cleaning products and discuss their use.	
The use and type activity within the room will determine the amount of care necessary to keep the room clean and orderly.	(AT) - Prepare a check sheet for cleaning procedures necessary for the interior and exterior of the home to create the type of image one desires. Report use of check sheet and improvements observed over a stated period of time.	Barclay and Champion, Teen Guide to Homemaking, Ch. 9.
Accidents may be prevented if one practices safety precautions in the home.	View and Discuss Filmstrip, "Safe Living at Home."	Filmstrip: "Safe Living at Home," Coronet Films.
	OR	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Research reference books for hints for safety in the home.	
	Brainstorm safety hazards in the home. Draw cartoons about them. Display on bulletin board.	
	OR	
	Identify common home accidents to help realize the importance of home safety.	Fleck, Exploring Home and Family Living, Ch. 19.
	(D) Role-play situation relating to an accident in the home, pointing out the following: (1) what caused accident? (example: a fall on stairs, hot grease fire) (2) how it affected the other family members (3) how it could have been prevented	
Many objects found in or around the home are potential sources of danger when misused.	(AT) - Flash Cards - index cards with name of common home accident or object which causes accident: draw and tell what hazard it presents or how it could be prevented.	Barclay and Champion, Teen Guide to Homemaking, Ch. 13.
	(D) - Conversation cut-outs. Place cause of specific accident plus how it could have been prevented on cards cut in two parts, and let students match and read information on cards.	Lewis, Banks and Banks, Teen Horizons at Home and at School, Ch. 16.
Safety habits, many of which are also personal habits, increase the orderliness of a home. Conversely, when a home is orderly it is also safer.	Relate accidents that have happened in own home and consider why they happened and the problems resulting from these accidents.	Students. Parents.
	Resource Person - fireman to speak on fire causes and prevention in the home.	Local fire department.
	ENRICHMENT	
Home accidents are more common than any other type of accident.	Resource Person - ask insurance agent to speak on numbers, cost, and types of home accidents and claims filed, or ask local health nurse to discuss local statistics of home accidents.	Local health nurse. Local insurance agent. Check daily newspaper.

	(AT) - Investigate medical cost at a local hospital of certain injuries, such as a broken leg. Report results to class.	Local hospital facilities.
The physical conditions and ages of family members affect safety precautions in the home.	Develop a checklist of safety hazards to look for in home. Use checklist to survey students' home conditions and determine safety measures needed in individual home situations. Compile a list of safety measures for home use.	Cross, Introductory Homemaking, Ch. 11. Appendix: safety check sheet.
The proper selection, placement, and upkeep of home lighting lessen some home safety hazards.	List appropriate interior and exterior lighting placement for home safety. Circular response - occasions for using outdoor lighting. Brainstorm common outdoor safety hazards. (AT) - Illustrate value of a home safety chart giving safety rules for all rooms and each member of the family; also include exterior and safety rules.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 19. Appendix FF.
When family members are informed about home safety kits and fire escape routes, major disasters may be prevented.	Construct a fire escape route for your home and post on bulletin board. (EE) Practice home safety rules and fire escape routes periodically. Display a home safety kit. Discuss contents of kit and use. (EE) Construct a home safety kit.	"Home Safety Kit," National Safety Council, $1.50.

8TH GRADE

MAJOR CONCEPT FOR UNIT: III. Enhancing the home

SUPPORTING CONCEPT: A. The use of accessories for a satisfying interior
B. A creative project for the home

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze the function and purpose of the creative projects for the home.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - explain elements of a satisfactory home accessory.
- illustrate ways of using accessories.
- list project ideas according to interest, age, cost, and ability.
- prepare a project showing ingenuity and self-expression.
- appraise class project for the most attractive, useful, and original.

GENERALIZATION: Creativity through projects may provide an outlet for self-expression and help in providing a satisfying interior.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Accessories are an expression of the individual's likes, moods, and interests.	Brainstorm favorite accessories found in room. List accessories commonly found in a teenager's room, e.g., 1. decorative pillow, 2. bulletin board, 3. wall hanging, 4. jewelry box. (AT) - Analyze the values of using accessories in a room. Remove all accessories from living area of the H.E. Department. Discuss feelings as to how the room looks without accessories. Display additional accessories. Illustrate how each brings beauty and continuity to home economics living area or department.	Clayton, Young Living, Ch. 9.
Beauty can be added to space through one's ingenuity in do-it-yourself project ideas.	List creativity project ideas for the home. Categorize according to use and need, for example: (1) fancy hanger, felt bulletin board (2) book covers (3) paper weight (4) closet accessories - shoe bags, etc. (5) candles (6) jewelry box (7) wall hanging (8) other appropriate projects	Barclay and Champion, Teen Guide to Homemaking, Ch. 13. The Complete Encyclopedia of Decorating Ideas.

Do-it-yourself projects provide an opportunity for joy in creating something beautiful as well as useful.	Explore project ideas as to equipment needed, cost, time required, and skills needed to make items.	
	Discuss project with parents to determine needs.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 17.
	Construct a creative project for the home.	
For best results, select a first project that is easy, quick, attractive, and useful.	(AT) - Select a room in your home and make a plan for changing the atmosphere through the use of projects. Try out your plan and evaluate the results.	"How to Have a Prettier Room," Johnson Wax Booklet.
Many people appreciate hand-made gifts because of the personal time and effort involved.	(D) - Summarize ways projects may be the perfect gift as well as teaching an individual different skills.	Co-Ed magazine and Do-It-Yourself Booklets, Family Handyman Magazine.
Individuality may be expressed when making accessories for home use.	List projects one may use as gifts or home improvement ideas.	Greer and Gibbs, Your Home and You, Ch. 4.
	Exhibit completed projects with place card for name and cost. Evaluate the individual and home need the project fulfilled.	
	(EE) Plan for further enhancing one's home in an extended learning experience related to the learnings of the unit.	

TITLE OF UNIT: INDIVIDUAL INVOLVEMENT IN HOUSING

SUGGESTED TIME: 3-4 weeks

MAJOR CONCEPTS FOR UNIT:

Influence of housing on individuals
Provisions for individual space needs
Interior design for individual needs
Arrangement of furnishings to meet individual needs

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will
- comprehend various influences of housing on individuals
- analyze various situations to determine if personal privacy needs have been met.
- formulate plans for improving home entertainment area.
- comprehend the different art elements used in interior designing.
- apply basic art elements to home furnishings.
- analyze the relationship of furniture arrangement to efficient and pleasing interiors.
- create decorative and/or functional accessories which reflect the application of art principles.

UNIT GENERALIZATIONS:

Housing provides the setting for physical, emotional, social, and cultural development of individuals.

Provisions for personal privacy needs with reference to sleeping, grooming, studying, and storage may be possible in a limited space.

The display of family hobbies in interest centers can contribute to the atmosphere of the home.

When art elements and design principles are used effectively, a livable home atmosphere may be created.

Selecting and arranging interior furnishings require decisions concerning needs and consideration of art elements and principles.

Functional furniture arrangement may be obtained to meet individual needs if one utilizes the basic art elements and principles.

The type and location of accessories may be functional, enhance home furnishings, and contribute to the decorative scheme of the room.

CONCEPTUAL OUTLINE FOR UNIT - INDIVIDUAL INVOLVEMENT IN HOUSING

(Comprehensive I Level)

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A. Individual reaction to housing
1. Definition of housing
2. Physical factors to consider
3. Social and psychological effects

II. Provisions of individual space needs 25

A. Personal space needs
1. Space for studying
2. Facilities for dressing and grooming
3. Personal storage needs
4. Sleeping comfort

B. Creation and use of hobby and entertainment areas
1. Present situation
2. Entertainment of friends
3. Fun and useful hobbies

III. Interior design for individual needs 30

A. Introduction to art elements related to housing
1. Use of line, form, space, texture, and color
2. Coordination of emphasis, harmony, balance, proportion, and rhythm
3. Variety with pattern and texture

B. Some basic application of art elements and principles
1. Factors to consider when planning backgrounds
2. Wall treatment
3. Furnishing needs of the individual and/or family

IV. Arrangement of furnishings to meet individual needs 34

A. Arrangement and/or re-arrangement of furniture
1. Basic furniture arrangement principles
2. Furniture needs of individuals
3. Creation of beauty and personal satisfaction

B. Application of art principles through useful and decorative accessories
1. Function of accessories
2. Coordination of accessories with entire decor of home
3. Decorative arrangements
4. Construction of needed accessories

MAJOR CONCEPT FOR UNIT: I. Influence of housing on individuals

SUPPORTING CONCEPT: A. Individual reaction to housing

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend various influences of housing on individuals.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - define the meaning of housing.
- explain influences of housing on people.
- give examples of the effect of housing on the individual.

GENERALIZATION: Housing provides the setting for physical, emotional, social, and cultural development of individuals.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Values, needs, and wants of individuals and families determine housing choices.	Brainstorm "Home is where I . . . . . "to find student opinion of housing.	
	Read for understanding of what housing means to an individual or a family.	Bennett, Young Living, Introduction.
Man needs housing for protection, headquarters, privacy, and self-expression.	Develop definition for housing, using above methods, bringing out a variety of needs.	Craig, Homes With Character, Chapter 4.
	ENRICHMENT	
	Panel: "Characteristics you think are important in a house."	"An Environment for Human Growth," J.C. Penney's Kit.
	ENRICHMENT	
	Case study (1) Archie and Dee, (2) Jim and Jane (3) Arthur, the importance of home to these persons.	See above kit.
A home can provide some physical psychological and social benefits for its members.	View Filmstrips-Part I "Homes for People," psychological effects of housing. Part II, "Homes for People," sociological needs the home fulfills.	J.C. Penney Co., c/o Local Store Manager. Free loan.

COMPREHENSIVE I - 1 Influence of housing on individuals

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The psychological effects of housing may or may not be affected by the economic level of the family.	View Slides (49) "A Good House for All Who Care." Discuss aesthetic values, functional requirements, and economic factors of housing. Circular Response to points emphasized in the filmstrips and/or slides.	Division of Photography, U.S.D.A., Washington, D.C.
Housing provides security and enables one to satisfy some aspects of human development.	(D)-Develop bulletin board, using "Peanuts" captions, "Home is Happiness When": (1) I have a room of my own (2) My friends come to visit (3) I can use the phone for hours (4) You have a roof to sleep under	
Personal values in relation to housing vary with environment, cultural background, family, social and economic position.	Complete and Explain response to thought sheet on "Recognizing and Appreciating Benefits From Home." (AT)-Research additional housing concepts according to interest.	Appendix GG: "Recognizing and Appreciating Benefits From Housing."

MAJOR CONCEPT FOR UNIT: II. Provision for individual space needs

SUPPORTING CONCEPT: A. Personal space needs

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze various situations to determine if personal privacy needs have been met.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - explain the meaning of personal privacy as related to individual space needs.
- relate privacy situations common to most families.
- identify guides for selecting and/or providing appropriate study areas.
- summarize ways privacy needs can be met in different situations.

GENERALIZATION: Provisions for personal privacy needs with reference to sleeping, grooming, studying, and storage may be possible in a limited space.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Space and how it is used affects the physical and social reactions of individuals and in turn the general welfare of the family.	Define personal privacy as related to individual experiences within the family unit.	Cross, Introductory Homemaking, Chapter 9.
	Pop-corn session relating to different aspects of personal privacy and their effect on individuals, the effect of personal emotional problems (affected by housing situations) on other family members.	Craig, Homes With Character, Chapters 1, 2, 3, & 4.
	Determine values received when sufficient space is available for each individual family member.	
Ideal equipment for study in your room is a desk or table that provides ample space, good lighting, drawers or cabinet for storage of equipment and papers, and a comfortable chair.	Survey class to determine present study habits.	Appendix: Sample survey for study habits.
	(SL)- Role-play common study habits, the incorrect and correct way.	
	Develop a study-space checklist for student's individual study space at home.	Lewis, Housing and Home Management, Ch. 13.
	(AT) - Summarize guides for selecting efficient study space.	
A planned study area is an aid to good study habits.	Compile suggestions to use at home to improve immediate study area.	

COMPREHENSIVE I-II. Provision for individual space needs

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Private grooming facilities improve emotional climate of an individual and the feelings of those in his surroundings.	Survey class for problems one may encounter in dressing and grooming facilities. List ways of using improvised equipment such as screens, curtains, etc. (EE)-Plan ways to share dressing and grooming areas in the home. Bulletin Board: "Good Storage Insures Moreage" (show examples of articles whose useful life has been shortened by improper storage).	Craig, Homes With Character, Ch. 5.
	ENRICHMENT	
Belongings are easier to find if they are appropriately stored.	Demonstrate ways of making improvised articles for storage needs (examples: drawer dividers, hooks, shelves, pajama pillows, clothes hamper on hanger, etc.)	Co-Ed Magazine, American Home, Family Circle, Decorating Service Leaflets.
A clean well-made bed contributes to one's sleeping comfort and will indirectly affect family interactions.	Round table discussion, "What contributes to sleeping comfort " Demonstrate techniques used in changing sheets and preparing bed for restful sleep. Chalk-talk responsibilities one must share in the care of her own private space.	Cross, Introductory Homemaking, Chapter 5. Lewis, Burns, and Segner, Housing and Home Management, Chapter 13.
Decisions about sharing space may be made by the entire family or by an individual member. Decisions honored by all family members strengthen family interaction.	Discuss factors causing difficulty in utilizing space, such as: (1) Sharing a bedroom (2) Grandparents in home (3) Sharing a bathroom (4) Limited closet space	Barclay and Champion, Teen Guide to Homemaking, Chapter 13.
Compromise of home space may be based on immediate priorities.	Outline home situation to determine if privacy needs have been met.	

(AT)-Report special interest from current magazines on how to get maximum use out of minimum space in a given room.

General magazines already listed.

MAJOR CONCEPT FOR UNIT: II. Provision for individual space needs

SUPPORTING CONCEPT: B. Creation and use of hobby and entertainment areas

BEHAVIORAL OBJECTIVE FOR UNIT: Formulate plans for improving home entertainment areas.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify home entertainment space needs of different families.
- report plans for using hobbies in the entertainment area.
- prepare long range plans for improving home entertainment space.

GENERALIZATION: The display of family hobbies in interest centers can contribute to the atmosphere of a home.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Arranging physical layout for entertaining friends usually requires the cooperation of the entire family.	List types of entertaining one does in the home to stimulate response to entertainment needs. Identify the minimum space needs for different entertainment activities.	Co-Ed, American Home, Family Circle, Holiday Helpers, and Better Homes and Gardens Magazine.
Having space to entertain friends in one's home gives an individual security in his social development.	Use case study of family entertainment situations as a basis to determine a variety of possible solutions. (SL)-In Basket-Out Basket games that could be played in specific areas of the home. ENRICHMENT (EE)-Problem solving. Identify present home entertainment problems and make plans for needed improvements. ENRICHMENT	Thal and Holcombe, Your Family and Its Money, Chapter 8. Greer and Gibbs, Your Home and You.
Hobbies can be useful or just a conversation item, but in either case their placement in the home adds interest and beauty to the room.	Chalk-talk hobbies that relate to the home entertainment. Categorize as useful and/or decorative. Explain how these ideas can be used in the entertainment space of the home. Field trip to local hobby shop for ideas and how to display them.	Co-Ed Magazine, Better Homes and Gardens Magazine.

	OR	
	Resource Person-discuss hobbies and/or planning recreational area.	Resource person.
	ENRICHMENT	
	(EE)-Propose a plan for creating and/or improving present entertainment space at home.	Barclay and Champion, Teen Guide to Homemaking, Chapter 10.
	(FHA)-Display hobby ideas to stimulate interest in useful hobbies.	
The family income may be supplemented by constructing and selling hobby items during holidays.	(DR or EE)-Organize plans for constructing items that sell during special holidays to increase family income. (Example, Christmas-stuffed toys.)	

MAJOR CONCEPT FOR UNIT: III. Interior design for individual needs

SUPPORTING CONCEPT: A. Introduction to art elements related to housing

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend the different art elements used in interior designing.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - recall the use of art elements and principles.
- illustrate uses of color in decorating the home.
- generalize the value of learning the use of art elements.
- exhibit some ability of art elements in specific selections.

GENERALIZATION: When art elements and design principles are used effectively, a more livable home atmosphere may be created.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Line, form, texture, space and color are the elements a decorator uses to create something interesting or attractive.	Pretest on art principles to determine knowledge and experience students have concerning basic art elements and principles.	Faulkner, Inside Today's Home (Paperback).
	Review art principles according to test results.	
	Identify examples of the various principles of design within the home economics department.	Morton, The Home, Its Furnishings and Equipment, Chapter 9.
One should strive to observe art principles without decreasing the comfort and efficiency of the home.	Locate pictures of furnishings to illustrate each of the elements of design. Trim, mount and label picture with a written caption; summarize in terms of the elements illustrated.	Craig, Homes With Character, Ch. 15.
	(D)-Collage. Arrange with help the above pictures on a bulletin board, using a clever caption.	
	Flannel Board and cut-outs of furniture and accessories of various colors and shapes to illustrate the principles of design.	"Cut-outs for Furniture and Equipment," U.K. Extension Service, H.E. 6-206.
	ENRICHMENT	
Color adds beauty and gives the room a stimulating effect.	View Filmstrip and Transparencies, "Color Concepts" depicting the many uses of color.	Filmstrip and transparencies: J.C. Penney, local store. Free loan.
	Label a color wheel and explain the relationship of one color to another.	"Color Wheel Kit," Sears Education Division.

	(SL)-Complete work sheet on color harmonies by coloring in correct diagram.	Appendix HH: Work sheet on Color Harmonies. (G)
Color use may create the illusion of space, camouflage awkward shapes, and unify assorted furniture.	Explain the use of tints and shades, warm and cool colors, and the effect they may create in a room.	Craig, Homes With Character, Ch. 12.
	Illustrate values, intensities, textures, and patterns by using fabric swatches, paint or wallpaper samples.	"Using Pattern and Textures," Cooperative Extension Service, University of Kentucky.
Colors may appear different in different textures and under different situations.	Select examples of planned color harmonies through use of paint and wallpaper samples (obtain from paint company).	"Color, Pattern, and Texture Make Interesting Rooms," HE4-102A, U.K. Cooperative Extension Service.
	(SL)-Select with help color combinations and color a room sketch.	
	ENRICHMENT	
The beauty of patterned and nonpatterned surfaces relates to the designed area, the principles and art elements involved.	Bulletin Board display of dimensions of color, uses of pattern and texture with their application to home decorating.	
	Complete worksheet on color to further develop an understanding of color harmonies.	Appendix II: Sample worksheet on color.
	(AT)-Explain the values of learning the use of art principles as applied to home decorating, through a lecture and picture illustration report.	

MAJOR CONCEPT FOR UNIT: III. Interior design for individual needs

SUPPORTING CONCEPT: B. Some basic application of art elements and principles to furnishings and background areas.

BEHAVIORAL OBJECTIVE FOR UNIT: Apply basic art elements to home furnishings.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify the room as a whole and its integral parts.
- give examples of furniture needs for a space in the home.
- prepare plans for the decorating of a room, considering the use of art elements and application of principles.

GENERALIZATION: Selecting and arranging interior furnishings require decisions concerning needs and considerations of art elements and principles.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Backgrounds include floors, walls, and ceilings; they provide a frame for all other home furnishings to create a harmonious environment.	Identify background areas in Home Economics Department to determine if they relate to background areas in the home. List background areas in one room of a home and discuss how these provide a setting for furniture and also change the physical characteristics of a room. ENRICHMENT View film "Background for Decoration," and/or "Wall to Wall Decorating," depicting wall and floor decorating ideas.	Hatcher and Andrews, Today's Home Living, Chapter 10. Modern Talking Picture Service.
The decorator has a variety of structural and decorative choices for wall treatment.	ENRICHMENT Compile a list of structural finishes of walls such as plastic, tile, brick, wood, concrete blocks, glass blocks, and stone. (D) Display samples of wallpaper, paint, and wall panelling to stimulate discussion.	Craig, Homes With Character, Chapter 13.
Walls remain in the background if the other furnishings are to be emphasized. Walls in a foyer or hall may be extremely bold and striking or an all-over design of bright color combinations or a mural.	Circular response on what may determine the type of wall treatment one should select when decorating a room. Group work report ways in which wall treatment can alter a room such as: -suggesting formality or informality -appear closed or open	Sears, "How to Select Paint and Wallcovering for Home Interiors," Hidden Value Series.

	-emphasizing vertical or horizontal lines -making it appear active or passive -reflecting or absorbing light and sound -causing furniture to recede or advance -providing insulation against cold or heat	
Furniture serves functional needs, provides aesthetic pleasure and individual expression in decorating.	(AT)-Research and discuss furniture needs of the home, specifically basic needs one should have for furnishing the first home.	"Furnishing the First Home," Kit, J.C. Penney Company.
	(SL)-Monologue of a girl planning furnishings for first apartment.	
	Select one room in the home, determine the furniture needs of that room according to needs of individuals using room (example, living room).	"Trends in Home Furnishings," J.C. Penney Company.
	ENRICHMENT	
The function of the room determines the kind of furnishings to be used.	Prepare a list of guidelines for furniture selection to make a room functional, beautiful, and expressive of your personality.	"The Seventeen Book of Decorating," Editors of Seventeen Magazine.
	Select one room in the home and determine the furnishings needed to make it look like you and still be comfortable and functional (example, bedroom).	
Furnishings arranged with purpose, function, and consideration of art elements and principles usually meet family needs.	(EE-AT)-Prepare a plan for improving some room in your home, using learnings and subject matter discussed in this concept: (1) emphasis, center of interest (2) balance, formal or informal (3) color combination	Do-it-Yourself Home Decorating Ideas--Favorites from Home Economics Teachers.

MAJOR CONCEPT FOR UNIT: IV. Arrangement of furnishings to meet individual needs

SUPPORTING CONCEPT: A. Arrangement and/or re-arrangement of furniture

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze the relationship of furniture arrangement to efficient and pleasing interiors.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - define livability as related to furniture arrangement.
- explain activities in the home that govern furniture arrangement.
- prepare simple floor plans and experiment with furniture arrangement.
- outline needed changes in the furniture arrangement of a home in a given situation.

GENERALIZATION: A functional furniture arrangement may be obtained to meet individual needs if one utilizes the basic art elements and principles.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Careful planning of furniture placement adds to the comfort of the individuals who share a home.	Bulletin Board-furniture arrangement for comfort and function, to stimulate thinking and discussion.	Appendix JJ: "Which Arrangement Do You Prefer?"
	Define livability as related to convenience and activity.	Craig, Homes With Character, Chapter 16.
	(SL)-Illustrate the concept of livability by pictures; explain why each picture was chosen.	
The livable quality in a room depends upon comfort, convenience, and attractiveness.	Discuss the point, "How much satisfaction does your home give your family?" or "How much satisfaction can be provided by a home interior?"	Barclay and Champion, Teen Guide to Homemaking, Chapter 13.
A well-zoned home allows for more enjoyment of activities and ease of work.	List and Discuss furniture groupings according to a day's activities in a particular home.	
	ENRICHMENT	
	View Transpariences-"Zoning the House for Better Family Living," depicting efficient arrangement.	Transparencies: 3M Company.
A room can be made useful by arranging it to serve various purposes.	(D)-Display Bulletin Board arrangement of pictures showing room arrangements for various activities.	Clayton, Young Living, Chapter 9.
	Research reference for basic rules to follow when arranging furniture to be used in checklist.	"Arranging Furniture," Bulletin, U.K. Cooperative Extension Service.

	ENRICHMENT	
A beautiful room is more satisfactory if it is functional.	Field trip to homes on display by builders, or furniture store room displays to observe and examine ways others have arranged rooms.	Model homes open for inspection.
	Circular response to points observed on field trip.	
Furniture arranged with its function and purpose in mind provides convenience and makes the home more livable.	(SL)-Display model furniture and/or use pictures on a flannel board to make different room arrangements and analyze each for convenience factors.	Lewis, Housing and Home Management, Chapter 11.
	Prepare a checklist for analyzing the placement of furniture as it relates to comfort, function, and convenience.	"Room Arrangement," National Retail Furniture Association.
An important step in making a workable plan for furniture arrangement is to experiment and determine the best of several placements on a scaled floor plan.	(AT)-Draw to scale the outline of a room showing the placement of the windows and doors.	
	Review furniture arrangement principles by completing worksheet on furniture arrangement.	
	Cut to scale small pieces of fabric or cardboard for each piece of furniture.	"Cut-outs for Furniture and Equipment," U.K. Cooperative Service, HE 6-206.
	Try out furniture arrangements by placing the cardboard pieces or swatches of fabric on your floor plan.	
The shape of the room may influence the ease with which it can be arranged.	Report and discuss which plan allows for the most convenience and best use of space.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Chapter 21.
	Discover needed changes in own home by using checklist developed in class.	
	ENRICHMENT	
	(EE)-Special Project-Improvise furniture needs by renovating, refinishing, or antiquing some old furniture.	

MAJOR CONCEPT FOR UNIT: IV. Arrangement of furnishings to meet individual needs.

SUPPORTING CONCEPT: B. Application of art principles through useful and decorative accessories.

BEHAVIORAL OBJECTIVE FOR UNIT: Create decorative and/or functional accessories which reflect the application of art principles.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - select satisfactory accessories suitable for the home.
- design needed accessories.
- construct some decorative arrangements for improving the decor of the home.

GENERALIZATION: The type and location of accessories may be functional, enhance home furnishings, and contribute to the decorative scheme of the room.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Accessories chosen from the standpoint of quality rather than quantity influence functional and aesthetic values.	Display examples of different accessories one might choose for the home. Compare accessories considering cost, durability, and suitability of each article.	Accessory samples.
Many people accumulate beautiful accessories as an investment, while others acquire them because of their personal appeal.	Assign each girl to find a picture of an accessory that she would like to have for her room and to explain how her values influenced her choice. Summarize by setting up guides which one could follow to determine the real value of accessories for the home.	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 16.
Functional accessories fulfill their intended use and are also aesthetically pleasing.	(AT)-Symposium "Function of accessories in the home." Display samples of functional and decorative accessories, pointing out different characteristics.	Barclay and Champion, Teen Guide to Homemaking, Chapter 13.
The coordination of accessories may be affected by personal taste, artistic ability, and general furnishings of the room.	Research reference on ways of coordinating accessories with entire decor of home. Observe pictures on opaque projector, analyze the pictures, and decide how the accessories contribute to the character of the room.	Craig, Homes With Character, Unit 7. Home decorating magazines.
Decorative arrangements add an extra touch to the room and provide an interesting hobby.	List different types of decorative arrangements, the use and placement of each: (1) pictures (2) clocks (3) sconces	Clayton, Young Living, Chapter 9.

	ENRICHMENT	
Decorative arrangements are most effective when they carry out the decorating theme.	Filmstrip-record "Flowers and You," followed by question and answer period. Filmstrip illustrates flower containers, equipment to use in arranging flowers, different arrangements, and their placement in the home.	Filmstrip-record and booklets, Society of American Florists, See local florist.
	ENRICHMENT	
Flower arrangements can be charming and add beauty to a room.	Explain seven shapes of flower arrangements and the value in balance and beauty received when one follows these basic shapes.	Craig, Homes With Character, Chapter 19.
	Transparencies with overlays showing the different heights used in basic arrangements.	Appendix KK: Principles of Flower Arranging (K).
	Chalk Talk supplies needed for arranging flowers, plants, and fruit.	
Appropriate supplies and an assortment of containers contribute to successful decorative arrangements.	(SL)-Bulletin Board-illustrating basic art elements as related to flower arrangement. Display many types of containers, explaining correct and incorrect features.	Florist, samples for H.E. Dept.
	(D)-Demonstrate how to use each and how to anchor flower holders or a piece of oasis to a container.	
	Bring to class a few accessories you might use with decorative arrangements.	
	ENRICHMENT	
When flowers are scarce and expensive, it takes greater ingenuity to use vines, leaves, driftwood, and other dried materials.	(AT)-Assemble some driftwood and dry materials and originate some simple arrangements.	Local homemakers club or student can bring samples.
	Practice simple arrangements using fruit, dried plants, nuts, and artificial flowers if fresh flowers are not in season.	
	Summarize-special tips to remember for all decorative arrangements.	Clayton, Young Living, Chapter 9.
Attractive accessories can be made using inexpensive materials and imagination.	Construct a needed accessory that will add beauty and character to your home or aid in the decorating scheme.	"1001 Home Decorating Ideas" Magazine.
	Display article and explain its value to your home decorating scheme. Evaluate according to art principles learned in this unit.	"Accent With Accessories," Cooperative Extension Service, University of Kentucky.

Comprehensive I-IV. Arrangement of furnishings to meet individual needs.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Objects of art are usually chosen according to interest, need, and beauty. Decorative arrangements are more attractive when kept simple, colorful, and in keeping with their placement.	(AT)-Design criteria for judging accessories- (1) Freedom of taste a. sentimental b. excellence of design, beauty of material and workmanship (2) Structural beauty and character (3) Appropriateness to the setting a. harmony and unity b. surprise and variety (4) Usefulness a. functional b. decorative (5) Cost	

TITLE OF UNIT: FAMILY INVOLVEMENT IN HOUSING

SUGGESTED TIME: 5 weeks

MAJOR CONCEPTS FOR UNIT:

Influence of housing on families
The family-centered home image
Space and furnishings of food service areas to meet family needs
Interior design for family needs
Use of furnishings to meet family needs
Selection of a home to meet family needs and resources
Job entry opportunities in the area of housing

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will:
- analyze housing needs and values of various stages of the life cycle for different types of families.
- analyze home surroundings in relation to needed home improvements.
- comprehend appreciation of the pleasures to be derived from attractive home surroundings.
- evaluate activities in a kitchen that need special planning and arranging of equipment.
- evaluate tableware and household linens, using specified criteria.
- evaluate the aesthetic and practical aspects of accessories in interior design as applied to home decorating.
- evaluate the factors influencing the color and arrangement of furnishings to meet family needs.
- analyze housing possibilities to determine the most suitable choice for a specific family situation and resources.
- analyze information on unskilled and semi-skilled job opportunities and requirements for employment in the field of housing.

UNIT GENERALIZATIONS:

Family values affect housing needs and wants at all stages of the family life cycle.

Beauty, safety, and sanitation are family values involved in making desirable home surroundings.

The activities, attitudes, and interactions within the family are affected by housekeeping requirements.

The performance of activities in the food service areas is related to arrangement and organization.

Resources, personal taste, living patterns, customs, and other furnishings determine the choice of tableware and household linens.

Accessories are decorative and/or functional objects in a room that add character and are a means of expressing interests and individuality.

The creation of an aesthetic interior may require the harmonious coordination of art principles, elements, and objectives of design.

Personal needs and taste influence the color and arrangement of home furnishings.

Housing selections are influenced by needs, wants, and market availability; they reflect family value patterns and available resources.

A decision to enter the world of work in the housing and/or home furnishings field will be influenced by interest, ability, and job opportunities.

CONCEPTUAL OUTLINE FOR UNIT - FAMILY INVOLVEMENT IN HOUSING

(Comprehensive II Level)

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2. Changing family roles
3. Role of family values in relation to housing

II. The family-centered home image 46

A. Importance of creating a livable home atmosphere
1. Beauty in home surroundings
2. Safety and sanitation as values involved in home surroundings
B. Operation of a household
1. Relation of housekeeping to homemaking
2. Psychological aspects of housekeeping
3. Standards for housekeeping
4. Principles to follow in organizing a workable schedule
5. Techniques, supplies, and equipment which contribute to efficiency in housekeeping

III. Space and furnishings of food service areas to meet family needs 51

A. Essentials of kitchen planning
1. Functions which a kitchen must serve
2. Principles of kitchen planning
3. Standards for a well-planned kitchen
4. Basic types of kitchens
B. Harmonious coordination of table appointments and household linens
1. Factors influencing the choice of table appointments
2. Selecting and coordinating china, silver, glassware, and table linens
3. Guides for buying household linens

IV. Interior design for family needs 56

A. Elements of design to create beauty in the home
1. Use of art elements and principles in home decorating
2. Guides to use in evaluating design
B. Factors that influence decorating decisions
1. Problems related to decorating
2. Room characteristics that influence likes and dislikes
3. Sources of help for home decorators
C. Relationship of accessories to interior home design
1. Accessories suitable for family living areas
2. Factors influencing the selection of room accessories
3. Pictures as decorative room accessories
4. Use of other decorative wall accessories
5. Coordination of accessory design and materials

V. Use of furnishings to meet family needs 60

A. Arrangement and coordination of furniture and furnishings
1. Family activities which influence arrangement
2. Application of art principles to arrangement
3. Furniture grouping to meet specific home needs
4. Coordination of available furniture
5. Color balance around the room

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VI. Selection of a home to meet family needs and resources 64

A. Factors influencing the choice of a home
1. Priority of needs
2. Advantages and disadvantages or renting, of owning a home
3. Making the decision to rent or buy
4. Mobile home living
5. Responsibilities involved in each type of housing

VII. Job entry opportunities in the area of housing 67

A. Job opportunities
1. Attitude toward working (dual role)
2. Availability of jobs requiring little or no training
3. Qualifications and salary for job entry
4. Guides to follow when applying for job

MAJOR CONCEPT FOR UNIT: I. Influence of housing on families

SUPPORTING CONCEPT: A. Relationship of housing to the family life cycle

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze housing needs and values of various stages of the life cycle for different types of families.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify different stages of the life cycle.
- give examples of housing needs at the various stages of the life cycle.
- predict the values derived from a home.
- relate situations which show that family values affect housing decisions.

GENERALIZATION: Family values affect housing needs and wants at all stages of the life cycle.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Housing needs and wants vary with the stages of the family life cycle.	Bulletin Board featuring a crystal ball that projects young people into "Tomorrow's Housing."	
	Transparencies on "family life cycle." Identify the stages of the family life cycle.	3-M and Co-Ed Originals. Craig, Threshold to Adult Living, Chapter 10.
	(D)-Skit dramatizing these different stages of the family in relation to housing needs.	Lewis, Burns, and Segner, Housing and Home Management, Chapter 1.
	Circular response: What stage students present family is living in today.	
	OR	
Home requirements change as the family life cycle changes.	Case problem to determine what stage different families may fall into and how this affects their housing needs.	
	ENRICHMENT	
	Present problems in housing related to life cycle for class discussion.	Fleck, Exploring Home and Family Living, Chapter 1.
	Crystal Ball (fun project). Read future for each in housing (student prepares script for self).	
	Relate the influences that have caused changing family roles in the present-day home.	Riker and Brisbane, Married Life, Chapter 4.

Some Supporting Content and Generalizations	Teaching Strategies *Learning - Evaluating Experiences*	Resources
Responsibilities of some family members have changed with the change in family roles.	Role-play situations where the role of the father or mother has drastically changed, examples: -father caring for child -mother working, father at home -father cooking meals -teenage husband preparing meal -teenage wife planning financial budget	Lewis, Burns, and Segner, Housing and Home Management, Chapter 1.
	ENRICHMENT	
Family life today is in a period of transition.	List changes in family living due to socio-economic trends and modern conveniences.	Life and Time Magazines. Newspapers.
	(CE)-Interview and contrast family life today with that of your mothers twenty years ago.	Parents or members of community in that age bracket. Married couple enrolled in college.
The values of a family affect their decisions in all areas of housing.	Buzz session. Divide into groups and let students try to develop a definition of values.	"Value Check List," Appendix LL.
	Compile a working definition of values through class discussion.	
Different types of families develop different values to fit their life patterns.	Find case study situations depicting different family values pertaining to housing.	
	Act out dramas, and after each one discuss the value or values depicted.	Sample Minute Dramas, Appendix MM.
	Bulletin Board showing how your home reflects you, pointing out the likes and dislikes of persons and how they influence the choice of housing.	
	Use poem, "The Haunted House," to support bulletin board.	
	ENRICHMENT	
Family customs may influence selection of housing and furnishings.	View film, "Your Home as You Like It," showing different home ideas for different families.	Film, "Your Home As You Like It." Modern Talking Picture Service.
	(AT)-Research and discuss various ways homes reflect the personality of the people who live in them.	Craig, Homes With Character, Chapter 13.

Preferences in housing are influenced by values of individual families and their standards and ways of living.	(FHA) - panel - "If they were to choose a type of housing for themselves for their present stage in life, what would they choose and why?' Discuss the wisdom of their choices and decide how through research these decisions may be altered.	Teenager, young homemaker, middle age parent, senior citizen.
	Compile check list on housing features and the life cycle to help one understand housing needs for different families.	Sample Check List, Appendix NN.

MAJOR CONCEPT FOR UNIT: II. The family-centered home image

SUPPORTING CONCEPT: A. Importance of creating a livable home atmosphere

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze home surroundings in relation to needed home improvements.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - describe present home surroundings or some observed situations.
- explain characteristics of beauty in home surroundings.
- relate recent developments in home safety.
- summarize ways families can help prevent environmental pollution.

GENERALIZATION: Beauty, safety, and sanitation are family values involved in making desirable home surroundings.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Beauty in home surroundings does not mean the same to all people.	Bulletin Board. Exhibit pictures of pleasing rooms that reflect beauty because of orderliness, arrangement, etc. Have some with a cluttered appearance.	Housing magazines, e.g., "Better Homes and Gardens."
	Brainstorm. Present home atmosphere may determine the type students want in a home of their own. Point to illustrations on the bulletin board.	Students.
Attractive homes contribute much to personal satisfaction and provide an incentive for keeping them orderly.	Formulate a definition of beauty in home surroundings. Refer to quotation, "Beauty is in the eyes of the beholder."	Lewis, Burns, and Segner, Housing and Home Management, Chapter 11.
	Illustrate through pictures or samples of improvised furnishings that beauty can be achieved without excessive expense.	
	List characteristics of a home and its surroundings that contribute to beauty.	Bulletin Board exhibit.
	(D)- Flash Cards. Different home surroundings, and explain what creates the beauty in each picture.	
	(AT)- Write a paragraph describing a specific home in the community which is considered beautiful and point out the characteristics which have special appeal.	Historic homes in the community.
The concern for safety in the home is a responsibility of every family member.	Explain recent local and national developments that have contributed to improving home safety.	Magazines and newspapers.

Sanitation in low-income housing facilities may be a major problem.	Popcorn session. Sanitation problems in the home. Categorize list according to areas that the family may be able to control. Bulletin Board. "Pollution-Whose Problem " to stimulate interest. Round Table Discussion on examples of environmental pollution in own community (ecology).	Science Illustrated and Environment and You Magazine.
	ENRICHMENT	
Environmental pollution affects all individuals.	Panel discussion, "Pollution, Everybody's Problem." Discuss questions raised by class members. Illustrate ways that individuals and families can help prevent pollution. Examples - 1. Don't litter. 2. Buy returnables. 3. Avoid excessive burning of trash. Show relationship of home pollution to community pollution.	Science and biology teachers, Health and Sanitation Department Officials, civic clubs, Scouts, Air Pollution Control Agency in your town or city.

MAJOR CONCEPT FOR UNIT: II. The family-centered home image

SUPPORTING CONCEPT: B. Operation of a household

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend appreciation of the pleasures to be derived from attractive, well ordered home surroundings.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - state different attitudes families have concerning housekeeping jobs.
- compare own home responsibility with that of your friends.
- prepare work schedule of home responsibilities.
- use efficient methods and equipment in performing homemaking tasks.

GENERALIZATION: The activities, attitudes, and interactions within the family are affected by housekeeping requirements.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Housekeeping standards are influenced by personality, values, attitudes, and family patterns.	Symposium - "How housekeeping practices affect the family." (1) Should everyone have a spotless house? (2) How does orderliness contribute to the beauty of the room? (3) How will the most expensive furnishings look if they are dirty or cluttered?	Student, teacher, mother in community.
One appreciates the home more when he shares in making it a pleasant place to live.	Determine housekeeping standards and effects that may change these. Examples: life cycle, dual role. (AT) Survey to find attitudes of homemakers and their families toward housecleaning and what standards are established.	Lewis, Banks, and Banks, Teen Horizons, Chapter 21.
Attitude toward homemaking tasks makes the difference between drudgery and enjoyment.	Write a summary describing the similarities and differences in attitudes and standards of housekeeping. Explain how special needs and limitations raise problems in housekeeping (example: grandparents or invalid in home).	Barclay, Champion, Teen Guide to Homemaking, Chapters 17, 18, 19.
The development of good housekeeping habits promotes good family relations.	Chalk-Talk housekeeping jobs which must be done in the home to promote order. Classify these tasks according to time they require and how often each is done.	Wallace-McCullar, Building Your Home Life, Chapter 3.
Housekeeping is aided by establishing routines and coordinating activities.	Organize task for daily, weekly, and occasional schedule.	

	(D)- Role-play. Confusion--result of poor planning in the family. Discuss possible improvements.	Craig, Thresholds to Adult Living, Chapter 16.
	Report housekeeping task now being done by family members; by hired help.	
	(D)- Skit. Dramatize "The Formula" or "Ability Plus Responsibility Equals Self-Confidence."	Skit Sample, Appendix OO.
Home responsibilities of teenagers can contribute to individual development as well as to a successful family life.	Group work. Use hypothetical situation. Divide tasks among family members according to fairness, time, ability, age, and interest.	
	Discuss children's responsibility at home when both parents work.	
A flexible well-planned work schedule for all family members can improve family relations and simplify family living.	Record your home responsibilities in a work schedule for a period of one week.	Check management reference books already listed.
	Check sheet for students to indicate household duties they perform regularly. Indicate, in a space provided, duties they do well and those they do poorly.	Cross, Enjoying Family Living, Chapter 2.
Homemaking requires frequent changes of activity and considerable planning.	Analyze schedules for the purpose of determining if time was well spent. Check jobs to see if they were routine and monotonous or if they provided opportunities for creative thinking and decision making.	
Appropriate tools and equipment increase efficiency on any job.	Display cleaning agents, tools, and equipment needed for various tasks.	Check management reference books already listed.
	Demonstrate efficient methods of performing all the homemaking tasks.	
	(EE)- Practice efficient methods of cleaning which contribute to pride in own home.	
	(D)- Skit showing how family cooperation in cleaning might be brought about.	Lewis, Burns, and Segner, Housing and Home Management, Chapter 6.
	Dramatize incidents such as: (1) suiting task to age and preference of child (2) rotating tasks among family members (3) supplying equipment suitable for age of the child	
	ENRICHMENT	
Housekeeping standards may be different for different persons living in different localities.	(FHA)- Resource person, someone who has lived in a foreign country telling about mehods of housekeeping in his country.	Foreign exchange student, foreign missionary.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Compare our situation with that of foreign countries. Brainstorm ways housekeeping in the United States differs from that in other countries. Examples - (1) In some countries everyone takes off his shoes when entering the home. (2) The threshold is scrubbed everyday. (3) Throw rugs or mats are at the doorway.	

MAJOR CONCEPT FOR UNIT: III. Space and furnishings of food service areas to meet family needs

SUPPORTING CONCEPT: A. Essentials of kitchen planning

BEHAVIORAL OBJECTIVE FOR UNIT: Evaluate activities in a kitchen that need special planning and arranging of equipment.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - explain factors affecting the recent developments in kitchen planning.
- show basic work centers needed for maximum efficiency.
- analyze different kitchen arrangements for factors important to different stages of the family life cycle.
- appraise strengths and weaknesses of the kitchen arrangement in a home.

GENERALIZATION: The performance of activities in the food service areas is related to arrangement and organization.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Well-planned modern kitchens provide adequate storage space, convenient work space, suitable activity areas, and good lighting.	View Filmstrip "Your Space Age Kitchen." Brainstorm changes which appeal to students. Outline various activities that may take place in the kitchen. Explain through showing pictures of kitchens where each of the various activities could be carried out. Develop checklist for evaluating a kitchen in regard to arrangement of floor space and major equipment, provision for storage of equipment and supplies, and beauty reflecting a cheerful warm atmosphere.	Filmstrip: Sears, Consumer Information Service. Sears, Hidden Value Series. "Your Space Age Kitchen," plus booklets. General Electric Equipment Pamphlets. Lewis, Burns and Segner, Housing and Home Management, Chapter 17.
When safety is emphasized in the selection, placement, installation, and use of kitchen space and equipment the probability of physical injury to occupants and damage to property is reduced.	(D)- Pantomine situations showing hazards which might contribute to kitchen accidents. Check individual home arrangements to determine hazardous areas; suggest changes for which you have the needed skills to perform the jobs Summarize: list practices one should follow to avoid accidents when working in the kitchen. Such as: (1) Wash sharp knives separately (2) Mop up spills immediately ENRICHMENT	American Heart Association booklets and U.K. Extension Service Pamphlets.

Comprehensive II-III. Space and furnishings of food service areas to meet family needs.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
A kitchen-planning specialist can offer helpful guidance in planning, coordinating, and selecting kitchen furnishings.	Resource person: Give suggestions for planning new kitchen arrangements or remodeling the present one. (AT)- Present your future kitchen plans to the class. Discuss merits and weak points.	Architect, industrial arts teacher, county extension agent, representative from some home building company.
Working mothers demand more efficient kitchens because of their lack of time at home for meal preparation.	(CE - DR)- Compile factors needed in kitchen planning to facilitate more efficiency for a working mother. Check sizes of kitchens in which space is provided for multiple activities.	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 6.
Research and technology bring new developments and innovations in kitchen arrangements, decoration, and appliances. A kitchen that lends itself to good family living is the product of careful, detailed planning.	Relate recent developments which have contributed most to convenience and efficiency in the kitchen. (In filmstrip and booklet.) Summarize principles involved in planning an efficient kitchen arrangement. View transparencies illustrating the four basic types of kitchen arrangements, including work triangles.	Craig, Homes With Character, Chapter 9. Sears, "Your Space Age Kitchen." Sears, Printed Originals part of "Your Space Age Kitchen" kit, or make your own sketches.
Basic kitchen shapes are planned for convenience and economy.	Chalk-Talk: advantages and disadvantages of each type. ENRICHMENT Show transparencies; point out different work centers in the kitchen.	Lewis, Burns, and Segner, Housing and Home Management, Chapter 17. See above Sears kit.
Kitchens are most efficient when equipment is organized around work centers for particular tasks.	Research references to determine values of including all centers in kitchen planning. Analyze kitchen units in Home Economics Laboratory for possible function, layout, and storage. ENRICHMENT	Craig, Homes With Character, Chapter 9.
Planning a functional kitchen involves consideration of work habits, family activities, and storage needs.	Field trip to some homemaker's kitchen, a model home, or a utility company's kitchen to note placement, size, and arrangement of the kitchen. Evaluate trip and learnings received.	

MAJOR CONCEPT FOR UNIT: III. Space and furnishings of food service areas to meet family needs.

SUPPORTING CONCEPT: B. Harmonious coordination of table appointments and household linens.

BEHAVIORAL OBJECTIVE FOR UNIT: Evaluate tableware and household linens, using specified criteria.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - list different types of tableware and household linens.
- explain influences affecting the choice of these articles.
- demonstrate the use and care of tableware and household linens.
- illustrate ways of coordinating different types of tableware and table linens.
- appraise family needs and income that determine the selection of tableware and household linens.

GENERALIZATION: Resources, personal taste, living patterns, customs, and other furnishings determine the choice of tableware and household linens.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Modern technology has provided less expensive, more durable and easier-to-care-for tableware, and the mode of casual living has influenced its acceptance.	Bulletin Board caption, "What a difference age makes," to depict the evolution of tableware. React to word association game to pretest knowledge of tableware and household linens.	Nutting, Furniture Treasury, page 3757.
	ENRICHMENT	
The type of clay, other ingredients, and firing temperature used determine whether the final product is porcelain, earthenware, stoneware, or pottery.	View films "The Making of Fine China," Lenox; "Bridging the Centuries," Royal Doulton; "The Fine Art of Sterling Design," Reed and Barton; "Patterned for Dining," Oneida Silversmiths; "Design for Beauty," International Silver Company, to increase knowledge and create interest.	Available from Modern Talking Picture Service.
Stainless steel silverware is probably the most functional and inexpensive type to buy.	View Filmstrips "The Making of Fine China," Lenox; "The Sterling Way," Sterling Silversmiths Guild of America;"The Crystal Touch," Fostoria Glass Company.	Sears, "The Story of Tableware."
	Research reference to depict the following points: (1) history of tableware (2) influences causing change (3) decorating techniques and quality characteristics	Craig, Homes With Character, Chapter 23.
	Refer to films and filmstrips.	

Comprehensive II-III. Space and furnishings of food service areas to meet family needs.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The selection of glassware may depend on use, income, and personal choice.	Test pieces of dinnerware and glassware for bell tone and translucency.	
	List characteristics and types of tableware and factors influencing the choice of each type.	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 17.
	(D)- Display samples of as many types of tableware as possible: china, pottery, stoneware, plastics, sterling, silverplate, stainless steel, lead and lime, molded and blown glassware.	Samples of different types available.
	Demonstrate use and care of the different types of tableware to fit different family needs.	
Today most families can afford attractive tableware in a wide choice of materials.	Investigate approximate cost of samples shown and divide them into inexpensive, moderate, and expensive groups, pointing to the occasion for which each could be used.	
	ENRICHMENT	
	Resource Person. Talk on glassware, flatware, or dinnerware; or the chemistry of the ingredients in glassmaking.	Bridal consultant, antique dealer, department store buyer, chemistry teacher.
Tableware can be purchased in sets or open stock depending on the desire and resources of the individual.	Relate the advantages and disadvantages of buying tableware in starter sets, place settings, and in complete sets.	
	List pieces a person usually starts collecting and ideas on how to build a set if it is open stock.	Logan and Moon, Facts About Merchandise, Chapters 20, 21, 22.
	ENRICHMENT	
	Field trip to a shop that handles tableware to observe characteristics previously studied.	
Many brands of tableware are available in a wide variety of styles and price ranges.	Organize a file by clipping pictures of different styles and brands of tableware to be used as resource material.	
	Create various combinations illustrating harmonious table setting groups from the above pictures.	Sears, "Fashions in Dining" Kit (includes printed originals).

It is wise to buy tableware under familiar brand names and from reliable dealers.	Debate various aspects of harmonious settings as to style, quality, and comparative cost.	
	(AT)- Report on their choice of tableware, using picture illustrations to depict their points of choice and reasons for that particular combination.	
The care given dishes, glassware, and flatware will influence the length of service and personal enjoyment derived from using them.	Demonstrate the best way to wash and store tableware, giving reasons why that way is more efficient.	Lewis, Burns, and Segner, Housing and Home Management, Chapter 15.
	Compare time and energy used in polishing plain and ornate silverware.	Wright's Silver Cream Leaflet.
	(AT)- Analyze the uses of different commercial cleaners and polishes for tableware.	Check labels on commercial cleaners.
The term "household linen" includes bath, bed linens, and all linens used in the kitchen and dining room, either of fabric or synthetic materials.	Display samples of household linens, illustrating quality, materials, and colors available.	
	Study guides for selecting various household linens, including plastics.	Logan and Moon, Facts about Merchandise, Chapters 23, 28.
	(AT)- Analyze labels of household linens and determine their consumer value.	
The durability and appearance of household linens depend on the content, manufacturing processes, and care given them.	Panel discussing their choice of household linens, why they choose them, and if their choice had been a satisfactory one.	Young homemaker, mother, grandmother, working mother.
	ENRICHMENT	
	Outline a plan for a young bride beginning housekeeping to follow when selecting her table appointments and household linens and what factors will affect her choice.	Peet, Young Homemakers' Equipment Guide.
Inexpensive tableware and linens may be more appropriate and still meet the family needs.	Summarize guides for selection, use, and care of household linens.	
	(AT)- Justify the need and amount to spend for tableware and household linens for the average family.	

MAJOR CONCEPT FOR UNIT: IV. Interior design for family needs

SUPPORTING CONCEPTS:
A. Elements of design to create beauty in the home
B. Factors that influence decorating decisions
C. Relationship of accessories to interior home design

BEHAVIORAL OBJECTIVE FOR UNIT: Evaluate the aesthetic and practical aspects of accessories in interior design as applied to home decorating.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - explain the influence of art principles.
- illustrate problems and limitations one must face and solve when decorating on a limited income.
- combine both aesthetic values and practical considerations in selecting and using accessories.
- coordinate selected accessories to complement each other in texture, color, and balance in order to enhance the total effect of the room.

GENERALIZATIONS: Accessories are decorative and/or functional objects in a room that add character and are a means of expressing interests and individuality.

The creation of an aesthetic interior is enhanced by the harmonious coordination of art principles.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Appreciation of art principles aid in providing satisfactory home decorating.	Pretest to determine knowledge and experience students have concerning art elements, principles, and objectives.	
	Review art principles, elements, and objectives according to pretest results.	Craig, Homes With Character, Chapter 11.
	Bulletin Board caption- "Mirror, Mirror on the Wall, What Makes a Good Design? Tell Me All." Use illustrations depicting elements, principles, and objectives of design.	Booklet: "Color, Texture, Design in Space," Sperry Hutchinson Co.
	ENRICHMENT	
	View Film "What is Art?" to stimulate thinking and discussion.	Encyclopedia Britannica Films.
Design is the process of organizing the basic elements of line, form, space, texture, and color.	Round table discussion the meaning of interior design and the significance that art plays in creating beauty.	
The beauty of a design depends on the relationship of all the components.	(SL) Flannel Board cut-outs of furniture and accessories of different colors and shapes to illustrate the application of interior design principles.	Craig, Homes With Character, Chapter 11.
	Display articles available in the department to show that every design is made up of the art elements.	

The techniques used to apply art principles vary with different rooms.	Develop check sheet to use in evaluating design for different rooms.	
	View Filmstrip "Inside Four Houses," depicting different decorating techniques for different rooms. React to each situation shown.	Armstrong Cork Co., Color Illustrations.
	Case-study problem situations in a room that greatly affect interior design. Suggest solutions.	Morton, The Home, Its Furnishings and Equipment, Chapters 9, 10, 11.
	ENRICHMENT	
Individually decorated rooms reflect the personality of the occupants and depict the activities they enjoy.	(AT) - Demonstrate the decoration of different rooms by using swatches of fabric, carpeting, paint chart, wallpaper, and upholstery material.	
	Write a description of a room you have seen, or use magazine picture telling why you like it and what part of the design impresses you most.	House Beautiful, Better Homes and Gardens Magazines, Woman's Day.
Individual planning and research usually precede any decorating project.	Compile a list of factors that influence one's decision to decorate a room.	
	Discuss each point critically in relation to family needs, goals, and values.	
	ENRICHMENT	
The average home decorator needs a theme to help crystallize her thinking and serve as a peg on which to hang her ideas.	Interview persons with attractive homes to learn the ideas and techniques they used to make the dwelling more livable.	Local community.
	Field trip to different income level homes; how they are decorated.	
	List sources of help one can turn to when decorating problems seem impossible to solve on a limited income.	School library, local department store, interior decorating representatives, paint and wallpaper companies.
Accessories provide a medium for expressing the personality, needs, and interests of the people using the home.	Bulletin Board caption: "Shower Your Home With Accessories." Use a flower watering pot at the top of board with a shower of water coming out; at each of the lines representing water place a picture of some accessory.	Favorites for Home Economics Teachers, Do-it-Yourself Home Decorating Ideas, page 33.
The utilization of design criteria may result in a more pleasing choice of accessories and greater family satisfaction in the home.	(AT) - Formulate criteria for judging accessories with specific tests of general and personal values.	Morton, The Home, Its Furnishings and Equipment, Chapter 16.
	Review various articles used as accessories such as: lamps, pictures, vases, ash trays, candleholders, and plaques.	

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Decorative objects that are in harmony with a room contribute to a pleasing arrangement.	Analyze as to where and how each of the above accessories might be displayed in decorating a home.	Booklet, "Decorating With Accessories," Doubleday.
	(SI)- In Basket–Out Basket. Statement about accessories plus a picture. Let students react to how they might be used in the home.	"Accent Through Accessories," U.K. Extension Service.
	(D) - Display two accessories from local store, choose one illustrating effectively used art principles and one which does not. Stress that accessories do not have to be expensive to be usable and attractive.	
Wall accessories such as mirrors, clocks, and wall brackets add interest to wall composition.	Round table discussion. Items used as wall accessories. Examples: pictures, mirrors, clocks, shelves, plaques, textiles, maps, and planters.	Craig, Homes With Character, Chapter 17.
	ENRICHMENT	
	Use opaque projector to illustrate how the wall space in a room affects the size, shape, and grouping of wall accessories.	
The asymmetrical wall grouping is more interesting but often more difficult to accomplish.	Explain these wall groupings: (a) symmetrical (b) asymmetrical and (c) "hen and chick" arrangements.	The Doubleday Books of Interior Decorating, page 200.
	Summarize the principles to use in selecting and hanging wall accessories.	"Choosing Pictures for Your Home," U.K. Extension Service.
Any outstanding painting deserves plenty of wall space so that pictures of less importance do not detract from it.	(AT) - Research books on famous paintings used as wall accessories. Show pictures and give report on artists and their paintings.	
	(EE)- Select suitable magazine pictures of flower prints or other reproductions worthy of framing and suitable for use in the home or the home economics department.	House Beautiful, Better Homes and Gardens magazines.
Correct framing enhances the beauty of a picture.	Demonstrate correct principles of framing a picture. Give ideas on different types and kinds of frames to use with various pictures.	Morton, The Home, Its Furnishings and Equipment, Chapter 19.

ENRICHMENT

	Field trip to a home or department store where unusually good taste was used in choice and use of accessories.	Local community, department store, art center.
Good proportion among the size of a picture, the wall space on which it hangs, and the piece of furniture under it or near it determines the total effectiveness.	(AT)- Plan a wall grouping, using various shapes, sizes, and kinds of wall accessories for a specific space.	"Picture Hanging in Today's Home," U.K. Extension Service.
	Analyze above groupings, using criteria previously compiled by the class.	

MAJOR CONCEPT FOR UNIT: V. Use of furnishings to meet family needs

SUPPORTING CONCEPT: A. Arrangement and coordination of furniture and furnishings

BEHAVIORAL OBJECTIVE FOR UNIT: Evaluate the factors influencing the color and arrangement of furnishings to meet family needs.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - explain problems to avoid when grouping furniture.
- demonstrate understanding of art principles as applied to furniture arrangement.
- distinguish the general styles of furniture and the techniques used in coordinating them.
- illustrate use of color to emphasize or camouflage home furnishings.
- appraise strengths and weaknesses of color and arrangement plans for a room.

GENERALIZATION: Personal needs and taste influence the color and arrangement of home furnishings.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Pretest to determine present knowledge of coordination and arrangement of furniture and furnishings.	Lewis, Banks, and Banks, Teen Horizons at Home and School, Chapter 22.
The function of the room influences the types of furnishings used.	Review family activities that influence furniture arrangement. Explain the meaning of the terms "function and design" as related to furniture arrangement.	Cross, Enjoying Family Living, Chapter 14.
Anticipated activities determine grouping of furniture.	View pictures which express different purposes and methods of living; speculate on the kinds of family activities that could be enjoyed in each type room. (D)- List the home activities that seem to have been considered by the decorator when selecting and arranging the furniture and furnishings.	Barkley and Champion, Teen Guide to Homemaking, Chapter 13.
When arrangement of furniture follows certain definite principles, the results may provide beauty, comfort, and convenience. Consider traffic lanes through the room, and arrange furniture to avoid interruption of conversation, work, or dressing.	Bulletin Board "Obstacle Course"; place furniture in the wrong spots to illustrate traffic and conversation problems. Rearrange some of the furniture in the Home Economics Department so that it is incorrectly and inconveniently arranged. Emphasize need for certain rules, calling attention to the bulletin board.	Home Economics Department situation.

	ENRICHMENT	
For a successful workable plan for furniture arrangement one can draw to scale on paper the room to be arranged in order to experiment and determine the best of many placements.	View Filmstrips, Slides, or Transparencies: relating to floor plans and application of art principles to the arrangement of furniture. Plan furniture placement to follow art principles for a specific floor plan.	"Furniture Arrangement Ideas--Your Key to Good Decorating," "Portals of the Past," 49-71 frames. "Color in Home Furnishings," Decorating Made Easy Kit.
	Summarize according to previous learnings.	Craig, Homes With Character, Chapter 16.
The shape of the room may influence the ease with which it can be arranged.	Bulletin Board: "Don't Be a Square," featuring three specific shapes of a room - square, rectangular 1x1/2 relationships, and L-shaped for multi-purpose.	
Consideration of the balance of large and small furniture in the actual placement on the floor plan is important.	Group Work: divide class into three groups; assign one of the rooms to each group to determine advantages and disadvantages pertaining to furniture arrangement. Relate objectives, elements, and principles of design to furniture arrangement. Compile a check sheet for evaluating functional furniture arrangement.	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 14.
Creative application of art principles influence personal satisfaction in furniture.	(SI)- Demonstrate and discuss different arrangements as furniture cutouts are placed on a flannel board. Blanket over cardboard, cut strips to serve as walls to form different arrangements.	Booklets: "Let's Arrange The Furniture," and "Cut-outs for Furniture and Equipment," U.K. Extension Office.
	ENRICHMENT	
	View Transparencies: different styles of furniture and their identifying characteristics.	3-M Company "Furniture Transparencies."
Current styles of furniture used today have passed through many periods of adaptation and may be combined effectively as long as an overall feeling of unity is obtained.	Summarize the factors influencing the atmosphere and emotional climate projected through different room arrangements.	Nutting. Furniture Treasury. Marsh, All About Furniture, Southern Furniture Manufacture Association.
	OR	
	Field trip to furniture store and/or homes to observe and identify different styles, designs, finishes, etc. used in decorating a room.	Local furniture store. Craig, Homes With Character, Chapter 15.
	OR	
The style of furniture may affect the atmosphere and emotional climate of the home.	Resource Person explains different styles of furniture and general guidelines for combining them. View Filmstrip-All About Furniture Styles. Use crossword puzzle of furniture facts to emphasize important points about different styles of furniture.	Furniture salesman or buyer. Representative from furniture company, example Bensingers, Ethan Allen. Southern Furniture Manufacturers Association Kit. Booklet: "Styles in Furniture," National Retail Furniture Association.

Comprehensive II-V. Arrangement of furnishings to meet family needs.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	ENRICHMENT	
The form or shape of the furniture needs to be suited to its purpose, simple, and well proportioned to add to the general attractiveness of the room and home.	View film "Selecting Furniture for the Girls' Room."	Film: McGraw-Hill Book Company.
	(AT)- Report to class using illustrative, material showing different furniture styles coordinated into a pleasing room arrangement. Give reasons why selections were made.	Craig, Homes With Character, Chapter 15.
	ENRICHMENT	
Color preferences as for decorating are highly personal and vary with each individual and family.	View filmstrips "Decorator's Showcase," or "Color in Home Furnishings" to introduce the use of color in the home.	Sears, Consumer Information Service, plus Study Guide and Printed Originals.
	Pretest and word association to motivate and explore feelings about color.	
	Brainstorm answers to stimulating questions and get students' first thought reactions about feelings toward color.	Study Guide, Color in Home Furnishings, part of Sears kit.
Color can change the apparent size and shape of rooms and furnishings.	Illustrate how color changes furniture by making a silhouette of a chair and cover it in different colors and fabric textures to show how it changes in appearance and seemingly in size.	Craig, Homes With Character, Chapter 12.
	Bulletin Board samples of wallpaper, paint fabrics, wood arranged in coordinated groups to illustrate use of color.	
The effective use of color in home decorating depends on selecting appropriate colors and combining them to make pleasing color schemes.	Display pictures from magazines to illustrate different color harmonies (a) monochromatic (b) analogous (c) complementary (d) accented neutral.	House and Garden, Better Homes and Gardens, House, Home and Decorating Books, Doubleday Series.
Colors can make objects seem lighter or heavier, larger or smaller, warmer or cooler, closer or most distant.	Explain how you would use color to: (a) make a sofa stand out; (b) make an oversized chair seem smaller; (c) camouflage a poorly placed radiator.	Lewis, Burns, and Segner, Housing and Home Management, Chapter 11.
Color can help create moods or atmosphere in decorating formal, casual, friendly, reserved, or sophisticated areas.	(AT)- Draw up a color plan for any room. Indicate colors for walls, ceilings, floors, window treatments, upholstered furniture, wood tones, and accessories. Give room size, dimensions, and exposure. Use samples to illustrate points.	

ENRICHMENT

A pleasing atmosphere may be possible when one works for some color continuity throughout the home.	Resource Person: to explain use of color in decorating a home. OR (D)- Field Trip: to emphasize use of color in home furnishings throughout the home.	Interior decorator, home furnishings consultant, art teacher in local school, extension specialists. Art museum, design center, model homes, paint and wallpaper department, decorator shop.

MAJOR CONCEPT FOR UNIT: VI. Selection of a home to meet family needs and resources

SUPPORTING CONCEPTS: A. Factors influencing the choice of a home
B. Considerations in renting or buying a home

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze housing possibilities to determine the most suitable choice for a specific family situation.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - identify family situations which influence the choice of housing.
- list specific advantages and disadvantages of renting or buying a home.
- summarize different types of living quarters available to the family in different locations.
- illustrate family responsibilities involved in each type housing and point out implications for homemakers of the future.

GENERALIZATION: Housing selections are influenced by needs, wants and market availability; they reflect value patterns and available resources.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Improved housing conditions may be possible through careful housing selection to meet family needs and wants.	Bulletin Board: "Where Shall you Live?" Pictures of different houses available for different localities of the country and different income levels.	Fargis, The Consumer's Handbook, pp. 30-36.
Housing needs may be affected by the age, activities, and interest of the family members as a group.	Identify various family situations which directly affect housing needs and wants, such as: (1) Stage of family life cycle (2) Family attitudes and values (3) Stability of family members (4) Vocation of family members (5) Social and cultural needs (6) Money available for shelter	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 3.
Changes in housing requirements reflect the normal changes in stages of the family life cycle.	Review family activities in different life cycles which affect housing choices.	Cross, Enjoying Family Living, Chapter 14.
	ENRICHMENT	
Housing standards and values reflect individual and family cultural influences.	Observe different types of living quarters in the community: (1) Apartments for rent–furnished, unfurnished, and efficiency (one room) (2) Pre-fabricated homes (3) Mobile homes (4) Custom-built home (5) Duplex (6) Town House (7) Condominium	Morton, Geuther, and Guthrie, The Home, Its Furnishings and Equipment, Chapter 1.

A well-planned dwelling will provide for physical needs and desires of the family.	Analyze lay-out of each type of living quarters according to specific family needs.	
	ENRICHMENT	
	View Film "Apartment Living" to illustrate one popular type of home.	Associated Films.
	Case studies-Factors in choice of housing.	Case Study Samples, Appendix PP.
Housing affects the feeling, thinking, and actions of family members.	List reasons why there need to be many different types of homes available in one community.	Fargis, The Consumer's Handbook, Hawthorn Books, 1967.
Social standing, individual taste, and economic aspects may influence the choice of home.	Survey community and place into sections according to type homes found there.	Community and surrounding areas.
	Study local income levels and apply knowledge to determine amounts which can be spent on housing.	Wilhelms, Heimerl, and Jelley, Consumer Economics, Parts 21, 22.
	Group Work on hypothetical income levels and what type housing each level could afford and why. Include how government housing regulations affect this selection.	AHEA Help Package "Houses to Buy or Not to Buy" Urban Renewal Projects (235) houses.
	Circular response "Are houses ever a status symbol?" Does this factor affect the type house the family selects?	Greer and Gibbs, Your Home and You.
Housing which is a source of pride and allows the family to meet its social obligation will be an aid to satisfying social adjustment.	Report evidence that the house affects both the family members and the neighborhood.	
	(FHA) - Project report on housing of other regions and countries; then contrast those with the local housing.	
The decision to own or rent a dwelling can be achieved by weighing psychological and financial advantages and disadvantages from immediate and long-term points of view.	Symposium to present pros and cons of renting, buying with a long-term mortgage, paying cash, buying into a cooperative, and buying into a condominium.	Students, local builder, banker, mortgage company representative, area land developer.
	Point out the most realistic and practical way for young couples to obtain housing in today's society, based on previous learnings.	
Zoning ordinances, building restrictions, and type of housing within a community affect the size, design, and construction of a house.	(AT) - Interview someone familiar with zoning regulations and if possible secure copies of local zoning ordinances.	Court official on housing.
	Collect new articles relating to land use, community planning, building design, new construction methods, and new materials.	Edwards, Mobile Home Recreational Vehicle, booklet, local newspapers and magazines.
	Analyze articles and discuss developing trends in housing. Discuss effect of government housing regulations on family choices (public law 235).	

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	ENRICHMENT	
Because the median price of a conventional home today is above the financial means of many people, the answer for a large number of families has been the purchase of a mobile home.	View film "Your Home As You Like It" or "The Promise of Tomorrow," (featuring mobile home living).	Modern Talking Pictures.
	Group Work. Develop a list of advantages and disadvantages of mobile home living.	
	Bulletin Board. Select pictures that depict mobile home living.	
Mobile home owners include persons from all walks of life and all ages and some with two homes; however, half of the mobile home owners are couples under age 35 and one fourth are retirees. The "closing cost" when buying a house includes many hidden costs not visible to the average person.	Research to learn who lives in mobile homes.	Mobile Housing Resources Package, Mobile Homes Manufacturers Assoc. Tralstrup, The Consumer In American Society.
	Write findings in form of a profile of mobile home owners and why mobile home living has special appeal to them.	
	View Film: "What You Should Know Before You Buy a House," to increase knowledge and stimulate discussion.	Modern Talking Picture Service, Consumers All, U.S.D.A. office.
	Demonstrate using chalk-board steps in buying a house or mobile home.	Local building and loan companies.
	Compare cost problems of renting with those of buying.	Wilhelms, Heimeral, and Jelley, Consumer Economics, Parts 20, 21, 22.
	Cassette tape - "A Place to Rent," Side A and B. Point to problems and pleasures in renting.	Cassette tape and booklet-(Grolier)"You and Your Landlord" Modern Consumer Education Kit.
	Analyze satisfactions gained by owning one's own home. Some of the benefits the family will receive from this type of security.	Booklet: "A Home of Your Own," Grolier Educational Corporation.
The responsibilities required for each type housing may influence the family to rent rather than buy a home. A decision for the wife to work outside the home may affect the choice and location of housing.	(CE-DR) - Compare responsibilities involved in each of the type housing discussed.	Craig, Homes With Character, Chapter 8.
	(CE - DR)- Point to implications for homemakers of the future. Example - 1. House near transportation 2. More efficiently arranged home. 3. Labor saving appliances. 4. Low maintenance furnishings.	

MAJOR CONCEPT FOR UNIT: VII. Job entry opportunities in the area of housing

SUPPORTING CONCEPT: A. Job opportunities

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze information on unskilled and semi-skilled job opportunities and requirements for employment in the field of housing.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - list job-related opportunities available requiring non-skilled or semi-skilled qualifications.
- explain relationship between home economics training and the job entry requirements.
- relate qualities required by an employer.
- illustrate the personal and economic values of the mother's being employed outside the home.

GENERALIZATION: A decision to enter the housing or home furnishings field will be influenced by interest, ability, and job opportunities.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
A person's worth is determined by how he uses his abilities.	Bulletin Board occupational opportunities available. Use caption "What's in it for You?"	American Home Economics Association, Career Packet, Current Edition.
	Circular response general attitude toward working outside the home.	
Knowledge gained in housing related to home economics classes can lead to financial gain.	Discuss how information, knowledge, and skills gained in home economics classes are helpful not only in a home situation but also in the world of work.	Phillips, Home Economics Careers for You.
Current trends indicate that a wife will have a dual role for some portion of her life.	List positions which use knowledge and skills in the area of housing, such as home decorator, housekeeper, etc.	Woman's Bureau, "Fact sheet on changing patterns of women's lives." Lee, "Implications of women's work patterns."
	(CE) - Survey community for jobs readily available requiring unskilled or semi-skilled workers.	
	Resource person report on some qualifications and salary of jobs listed. See the Directory of Occupational Titles for job classifications.	Community employer, guidance counselor, public housing authorities, welfare agencies, local employment office representative.
	Analogy "If I chose a field in housing and/or home furnishings, I would like a job as a ——because ——."	
	Pool answers through class discussion.	

Comprehensive VII. Job entry opportunities in the area of housing.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Unskilled or semi-skilled employment in any field presents limited opportunities for advancement.	(CE) - Compile a list of jobs for which a high school education is preferred but not essential.	Feingald and Swerdloff, Occupations and Careers, Chapters 6, 9, 16, 18, 19 and Appendix
	(AT) - Research housing related job opportunities and present reports to the class.	
	Study characteristics of a good employee.	
	ENRICHMENT	
	Monologue - Interview situation when applying for a job.	Bulletins: Science Research Associates, "What Employers Want" and "Your Personality and Your Job."
Vocational planning depends on information about job-related opportunities.	Use sample application blank to illustrate filling out necessary records for obtaining a job.	Distribution Education teacher and other vocational personnel in local school.
A woman becomes a wage earner to meet either the needs of her family or her own needs.	(CE - DR) - Symposium by three women who have assumed dual roles at some time in their lives. Cover these points, followed by question and answer period: (1) Reasons why I work (2) Family adjustments necessary when the homemaker is employed (3) Reactions of the woman to being both homemaker and wage earner related to the housing area	U.S. Dept. of Labor, 1970, Handbook on Women Workers.
	Circular response. "Why I want to work or why I do not want to have a dual role."	
	Checklist. Complete reasons "Why Work?"	Sample Checklist, Appendix T.
Economic conditions at various stages of the family life cycle may force the mother into a dual role.	(CE) - Relate economic and non-economic needs met by the working woman.	Thal and Holcombe, Your Family and Its Money, Chapter 4.
	(FHA) - Open House. Provide a tour of Home Economics Department, where occupational information related to housing is displayed.	
	List specific housing requirements needed by the working wife.	

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